A RAP GROUP AS A MEANS OF IMPROVING
STUDENT/STUDENT AND STUDENT/TEACHER RELATIONS

A project submitted in partial satisfaction of the requirements for the degree of Master of Arts in
Education, Educational Psychology, Counseling and Guidance

by
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June, 1981
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ACKNOWLEDGMENTS

I wish to express my appreciation to my committee members, Dr. Marvin Chernoff, Dr. Richard Sharp and especially Dr. Michael Auer, whose patience, reassurance, ideas and critical comments have made this project much more meaningful.

I am also deeply indebted to Nathan I. Glickman, principal of Hazeltine Elementary School, whose interest, encouragement and support I could not have done without.

A special thanks goes to Barbara MacDonald for her cooperation, editing and typing skills, for without her help this manuscript would not have been possible.

Many others have played important roles in this project. Thanks also goes to the students, staff and parents of Hazeltine Elementary School; without their participation and continued cooperation this project would not have reached completion.

Lastly, I wish to express my deep gratitude to my family: my parents who instilled in me the value of an education; my husband, Andy, for his consistent encouragement and helpfulness in allowing
me the time I needed to complete this work, by attending to our four young children; and also to my very special children, Michael, Vanessa, Allison and Brandon for their acceptance of the time I didn't spend with them.
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ABSTRACT

A RAP GROUP AS A MEANS OF IMPROVING
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by

Donna M. Alvarado

Master of Arts in Education, Educational Psychology, Counseling and Guidance

The purpose of this project was to improve student to student and student to teacher interaction in an integrated elementary school. Two rap groups were set up as a means of helping to achieve this goal and at the same time improve race relations among the students. Each group consisted of twenty students, 50 percent black and 50 percent white. They met for one hour each week and were led by a group facilitator.

The group activities focused on developing interracial friendships, leadership skills, communication skills, an awareness of student norms and an ability to perceive and predict self and others more accurately. There was also an informal section to each group session, during which time students worked on specific intra/interpersonal goals they had set.
Data was gathered by standardized tests, pre- and post-group, student and teacher questionnaires, informal student and teacher verbal evaluations and direct observation of behavior.

An analysis of the data indicated a significant statistical change in a positive direction for interpersonal relations, intrapersonal skills and attitudes, as well as interracial interaction.

One conclusion drawn from this project is that students can be a positive force in the integration process through the use of encounter or T-groups which exemplify growth and change within and among themselves.
CHAPTER I
INTRODUCTION

Statement of Problem

The teachers at Hazeltine Avenue School decided that they wanted a rap group for children. Hazeltine Elementary School is a currently integrated school serving approximately 860 students. Among many special programs are a Permit with Transportation Program and a Bilingual Program. There have been many problems with a few children and some teachers: behavioral, academic, racial and attitudinal. Consequently, through staff development meetings, integration meetings, and so forth, it was felt that a rap or counseling group would be most beneficial in meeting the needs of the students, staff and the school.

Statement of Purpose

Subsequently, the author did library research, a computer search and met with several experts, including Dr. Mike Auer, who is working with the Los Angeles Unified School District on an integration project. As a result of those valuable discussions, discussions with the school psychologist, teachers and principal, as well as classroom discussions at the university, several questions were addressed:
1. "What is the purpose of the group?"
2. "What goals do we want to achieve?"
3. "How should the group be set up?"
4. "Which children should be involved?"
5. "What should the group format be?"
6. "How will this group help the students, teachers and school?"
7. "What characteristics do we want the group to have?"

8. "Should we involve the children's teachers and parents in separate groups?"

9. "How will we evaluate the effectiveness of the group?"

In addressing the first question (the purpose of the group), it was decided that it would be to improve interaction among children and teachers, as well as to encourage acceptance and heighten interpersonal relations in general. Deficits in these areas were shown by many interracial disputes, name calling and much negative disciplining of students by teachers.

There were seven minority suspensions versus two white suspensions the preceding year (1978-1979). Office behavior cards revealed a two to one ratio of blacks and whites sent to the office for behavior problems. In researching the behavior cards, it was found that 64 percent of the fights or arguments described were interracial and included reference to racial and ethnic slurs.

For the school year 1979-80 there were six minority suspensions versus three white suspensions. For the current school year there have been eight minority suspensions and seven white suspensions. There has been a change in ratio of number of blacks versus number of whites suspended from 3.5 to 1 in 1978-79 to 1.1 to 1 in 1980-81, showing much improvement in the area of equality.

In thinking about question number two (goals), the author felt it was best for the children to set their own goals, then develop their own methods for achieving their objectives (under the guidance of a group facilitator of course). Her goals for the group were synonymous
with the purpose.

In order to decide on some answers to questions number three, four and five (setting up the group, selection of children, and the group format), Dr. Auer and the District's PWT Adviser, who reportedly has had much experience leading rap groups, magic circle groups and values clarification groups, were consulted. They met with the principal, the author and the school psychologist to come up with some ideas. It was decided that there were alternatives, a closed ongoing group or open "lunch hour" type group. They also discussed how often the group should meet, and how the children should be chosen...or should they "sign up"? Should the situation be structured or unstructured? These and many other questions came up. It was felt that the format of the first session should be a problem solving situation, where the children were given a hypothetical situation and then asked to discuss alternative solutions, for example: "There are fifty people on a ship in the middle of the ocean and only one life boat, which holds twelve people." Each child must decide who will board the boat and give reasons for his/her decisions. The hypothetical group of fifty vary in occupation, age, ethnicity, etc. Such a discussion naturally led into current situations, feelings, and concerns of the students. The subsequent sessions needed less structure to facilitate group interaction. It was important for the facilitator to keep in mind one goal in particular: That this integrated group of children could in some way help improve interpersonal relations throughout the school. This might occur as a result of emulation by other students and staff, as a reaction to "modeling," or as a consequence of mirroring the majority's deficits
in the area of interpersonal relations.

Question number six, "How will the group help students and teachers alike?" seemed to be the next logical question. Ideally, both children and the staff would come to communicate more openly and honestly and would become more accepting of one another.

Dr. Auer felt that a group for the parents and teachers should be developed in addition to a children's rap group. Certainly, occasional meetings for the teachers and parents were a must. It was very important to gain parent and staff support and confidence and perhaps provide them with suggestions which would help them deal and interact more effectively with their students and children. Therefore, the committee members decided to develop separate groups for both teachers and parents.

The type of evaluation procedures (question number nine) used to assess the effectiveness of the group depended to a great extent on whether it was an open or closed group. It was felt that in order to have some valid evaluation procedures, this group should be closed. Possibly another "lunch hour" group could be developed later to meet the needs of any and all students with concerns. The closed group also allowed for the development of group cohesiveness, raised the level of trust and increased the chances of confidentiality, characteristics the author definitely wanted the group to have (question number 7).

The specific evaluation procedures included member surveys, facilitator observations, teacher and parent surveys, as well as some commercial pre- and post-testing instruments (see Appendices A, G, I).

It was felt that the group was well received and served as a
positive step in improving children's feeling of self-worth and interpersonal relations. It seemed, to the author, that when adults see children become more accepting of and concerned about one another, it encourages them to make some changes too, as evidenced by the observable growth which occurred among the staff members and their verbal self-evaluations.
CHAPTER II
BACKGROUND

Community and School Environment

Hazeltine Elementary School is a naturally desegregated school in Van Nuys, California. It is a lower to lower-middle class community with a rapidly changing student population. The transiency rate is over 100 percent, involving approximately 25 percent of the students. It has a school enrollment of 864 children, 42 percent Hispanics, 5 percent black, 12 percent Asian, and 41 percent other white (Los Angeles Unified School District Racial and Ethnic Survey, 1980). Forty-three children are voluntarily involved in a Permit with Transportation (PWT) for the purposes of integration. All of the bused children are black economically disadvantaged South Los Angeles residents.

Van Nuys has changed from a middle to upper-middle class community of ten years ago to a lower socio-economic area with many "project like" tenements housing multiple families. Some small single family dwellings house as many as thirty-five people.

There is much resentment from the longtime "white" residents regarding these changes to "their" neighborhood.

Approximately 80 percent of the children have single parents or live in families where both parents work.

The neighborhood itself is very multiracial, but there is not a great deal of interpersonal interaction among the various ethnic
groups in the community. Part of the problem stems from a language barrier.

The school has an extensive bilingual program, with a participation of more than 400 Hispanic, black, white and Asian children. It is considered enrichment for the monolingual English students.

Evidence of Need

As a result of conflicts among students on the yard, in the classrooms, and in the community, the staff felt that some positive, concrete approaches to the integration process were necessary. Since the need was evident and teacher support for the project was clear, the author decided to do an integrated rap group as a special project.
CHAPTER III
REVIEW OF THE LITERATURE

The Los Angeles Unified School District has been involved in one of the most controversial integration plans to be implemented in many years. Whatever else integrated education is perceived to be, it is foremost an exercise in human interaction between parents and children, children and children, teachers and children and teachers and parents.

Much literature has addressed the pros and cons of school integration, but not a great deal has addressed the implementation process itself.

As C. Bullock (1976) reports, when people of racially different backgrounds are given an opportunity to communicate and interact, it then becomes increasingly difficult to categorize people into stereotypic groups. In other words, the more they interact the more alike they are perceived to be. To further substantiate this premise Allport (1954) found that interaction between different racial groups led to a reduction in prejudices if the following goals are met:

1. The groups possess equal status in the situation.
2. They seek common goals.
3. Their interaction is sanctioned by the institutional authorities.

Statement No. 3 is the key to making integration work in our schools. Adults must encourage multiracial communication and interaction in order for the integration process to be effective.

It is common to see playgrounds and faculty lounges where blacks
congregate together, and whites, Asians, Hispanics are bound by imaginary lines of division. A conscious effort must be made to break these barriers. In situations such as these, desegregation is in name only and describes only the student or staff composition, rather than the true positive interaction of fellow human beings. Practices that most consistently affect interracial attitudes and behavior are those that directly involve students, and promote black-white interaction (Slavin, 1979). Teachers' racial attitudes and institutional support for integration among administrators and teachers has been found to positively affect race relations (Slavin, 1979).

Other studies deal with the effects of specific methods and procedures to diminish racial tension. Ham and Wedemeyer (1974) found that the value which school teachers and administrators placed on skin color changed as a consequence of a four-week (racial encounter) workshop. Cottle (1969) found that the use of T-Groups for school personnel reduced racial tension. School administrators became less punitive toward minority students and there was a marked increase in open communication and sensitivity to the pupils' needs.

The rationale for establishing a rap group as a means of helping to facilitate true integration is based on I. Yolam's (1975) premise: "A freely interactive group, with few structural restrictions, will, in time, develop into a social microcosm of the participant members." Therefore, this group would illuminate the school wide problems. Once the problems were better understood, steps could be taken to attack some of the causes. Secondly, if the rap group developed more positive interpersonal interracial relations, it might act as a catalyst for
persons outside the group. When other persons see growth and positive change occurring as the result of risk taking, trust, cohesion and acceptance, they will perhaps be motivated to become part of the movement.

A number of forces work toward the continued separation of the races in a multiracial school, such as language barriers, i.e., Spanish versus English, cultural differences, i.e., black foods, ignorance or misunderstanding of different races, perceived group norms, i.e., "Don't play with him because he's black," and parental expectations. Since one of the major causes is the informal social relationship of both adults and children, a rap group with good multiethnic interaction can help serve as a model for other students as well as for staff and parents.
CHAPTER IV
IMPLEMENTATION PROCESS

Introduction
Due to the interest and enthusiasm, a decision was made to conduct two rap groups: one for grades 3 and 4, and one for grades 5 and 6. It was felt it would not be feasible to combine children from grades 3 through 6 for various reasons:
1. Third graders are not as articulate in general and are much less mature than sixth graders.
2. The author wanted to keep the number of members in the group as small as possible. As it was, the size of the student body population made it impossible to have an "ideal" five to ten member group (Yalom, 1975) and still represent the different ethnic groups, personality types, etc., etc.

Selection Procedure
Two children were selected by peers and/or teachers from each classroom, grades 4 - 6. It was required that one child be a PWT participant, and the other a community resident. Thus, there was equal representation and there was assurance of having at least 50 percent black children. The author wanted to have an ethnic balance for several reasons. It was important to not have any one group outnumber another. Also, when people identify with other group members, they are more relaxed and consequently more open and honest. More importantly, a major goal was to improve interracial interactions;
therefore, large numbers of black children increased opportunities for interaction to occur.

Many teachers wanted to send only their problem children. This was discouraged and thus, the mixture of students was fairly evenly divided among student leaders, children with behavior problems and social isolates. Fortunately, there was also an approximately equal number of boys and girls. The total number of participants for each group was sixteen.

Schedule

The first session of each group was held in the second week of October, 1979, and was held every Wednesday for sixty minutes throughout the school year. The same students were involved in the project from beginning to end. The groups were always held on Wednesdays at the same time and place as consistency and predictability are important when working with children.

The afternoon was selected (after lunch) as the most suitable time, to avoid interfering with the academic program and alleviate the necessity of "makeup" work for the participants. Children were not "required" to attend and teachers were not to remind them to leave for "rap." It was their responsibility and their choice to participate. There was about a 95 percent attendance rate.

Parent Permission

Parent consent was obtained for each student by means of a form letter and a tear-off (Appendix H), indicating permission for the child to participate in the program. All selected children were allowed to participate and the parent support which the project
received was very beneficial.
CHAPTER V
MATERIALS AND PROCEDURES

Introduction

When working with elementary school children, it is important to remember that their attention span is relatively short and that motivation is a key factor in change. Consequently, each weekly meeting was divided into two parts: a structured activity, then a rap session.

Structured Activities

All of the "activities" consisted of materials and procedures included in Dr. Edward F. Vacha's handbook, Project S.E.L.F. (Securing Every Learner's Future), created through an ESEA Title IV-C Dissemination Grant. The handbook was originally designed for use by classroom teachers so it is geared toward improving the classroom social climate. It can, however, be easily adapted to "atypical" situations such as the rap group at Hazeltine, in which the students return to their regular classrooms, since classroom social climate and desegregation are related.

When new members come into a classroom for whatever reason: transiency, mainstreaming of special education children, or court mandated desegregation; the classroom social atmosphere is an important determinant in whether or not the student is accepted. If new or different students are to be fully participating class members, they must be accepted by the group. Cohesiveness, group support and respect for individual differences and similarities are definite factors necessary in improving both the classroom social climate and in achieving successful integration.
The handbook's focus is to build cohesiveness and a support group in which individual differences are valued and encouraged while concurrently discovering similarities and common interests of the participants. The interpersonal skills students develop from the SELF activities carried over and were applied to other students and other situations in the regular classroom, on the playground and at home.

The activities are divided into six group processes which together create interpersonal interaction (Schmuck and Schmuck, 1975). The six processes are:

1. Attraction
2. Leadership
3. Communication
4. Student norms of conduct
5. Individual expectations
6. Group cohesion

Attraction refers to friendship. Does the child have friends, is he/she subjected to harassment, is he/she an isolate, a scapegoat, a class clown, etc. Group acceptance has been found to have a positive effect on student performance as well as self-worth. Lewis and St. John (1974) concluded that students who did not feel that they were attractive to their peers were unable to utilize their academic potential to its fullest.

The attraction activities are designed to acquaint the students with one another at a deeper level and also to promote interaction. More specific activities are provided for children diagnosed by the attraction survey as "social isolate," "disliked student" or
"scapegoat." (Note: The children, of course, were unaware of these labels. Answers were confidential.)

Leadership can be defined as an individual's ability to persuade others collectively to pursue goals of the individual's choosing. Such influence is based on coercion or punishment, persuasion, the perceived knowledge of the leader or the ability of the leader to reward others.

Next to self-control, peer control (or pressure) is the best method of achieving objectives. When teachers or administrators have to use their power or authority to influence students, the goals do not become internalized and undesirable behavior, values or attitudes tend not to change, but only to be suppressed. Therefore, the development of leadership stimulates real growth and change. There is some evidence (White and Lippitt, 1960) which indicates that the level of student work and quality of students' interpersonal relations is highest when power is dispersed among students. For example, White and Lippitt in a study of the relative effectiveness of different types of adult leadership in boys' clubs, found that authoritarian leaders were not as effective as democratic leaders who used their position to distribute influence and power among the boys in the group. They found that the boys in the autocratically led groups produced quantitatively more, but were characterized by much hostility, competitiveness and dependency upon the group leader. In contrast, the boys in democratically led groups produced the best quality work, and the members of the democratically led groups were characterized by openness, friendly communication and independence.
It has also been found that naturally occurring student leaders are often the only students in a class or in the school who know how to lead and the other students are usually highly dependent on these student leaders. Consequently, the goal of dispersing leadership throughout the school could not be met unless students were taught the skills necessary for effective "influence" and were motivated to actually exercise their influence. Acquisition of leadership skills were necessary for the rap group students if they were to help with the integration process.

The SELF activities teach students various task and social emotional functions and give each student in the group an opportunity to exercise influence and power. These activities encouraged students to take a stand on issues, to give ideas, and to communicate their concerns or dislikes. Specifically, students were taught to: (1) give ideas, (2) keep the group on the subject, (3) ask appropriate questions, (4) summarize, (5) encourage others, (6) listen to others, (7) reply to ideas, (8) keep things under control.

Additional exercises are provided for children who are diagnosed by the leadership survey as having severe leadership problems. Pre- and post-tests are provided. They helped evaluate the effectiveness of the rap group in this area.

Communication is a social process involving an exchange or transaction among individuals or groups. There are two types of communication, one-way and two-way dialogue. One-way communication places the listener in a passive role; he listens while others talk or lecture. Schmuck and Schmuck (1975) indicate that one-way communi-
cation is only effective in relaying information. Two-way communication is necessary when the goals are for students to take an active role, change their behavior or attitudes, or solve complex and often difficult problems.

Most elementary school students rarely verbally communicate their feelings and sentiments to one another. Every member of a class or group has both feelings and sentiments towards other members. These emotions are often the greatest determinants of students' behavior. Lack of communication of such feelings and emotions often results in misunderstandings, failure and rejection, rather than understanding, harmony and acceptance. Students who have teachers that dislike them get the message and react accordingly: "The teacher doesn't like me, so why should I behave." Conversely, when students feel valued and cared for, they respond positively. Unless teachers and other pupils have a great deal of insight or psychological training the causes of their overt behavior remain hidden and are often misinterpreted. For example, when a child makes wisecracks, refuses to participate in a discussion, or says the subject is "dumb" or "boring" he is viewed by others as being defiant. Defiance may not, however, be the cause, but rather nervousness, embarrassment or apprehension.

Affection is another emotion that manifests itself in inappropriate ways, especially among elementary school children. Pupils who feel embarrassed by public verbal expressions of affection, resort to name calling, hitting or pushing.

Often, language is used to hide feelings rather than to communicate them, but the feelings still exist and affect behavior. Positive
feelings toward peers are rarely expressed directly at the elementary school level. Generally, students do not compliment each other.

Students' expression of feelings, directness, and openness are goals the SELF communication activities strive toward. The activities center around the three dimensions of communication: communication of feelings, nonverbal communication and pattern of communication (two-way as opposed to one-way). Games and exercises help students differentiate one-way and two-way communication, interpret non-verbal communication and encourage expression of feelings and emotions, both positive and negative. A survey is provided to be used as both a pre- and post-test in order to assess the improvement of communication patterns (Appendix C).

An observation guide is also included to aid in discovering students with communication problems, desirable and undesirable communication patterns and also as a final evaluation tool.

Student norms of conduct are the spoken and unspoken laws which govern group and individual behavior. They are shared expectations regarding the conduct of individuals. They are the product of group interaction, are consensual and are created through a process of natural selection. Norms are group agreements. They not only influence overt behavior, but they also have an effect on individual student's thinking, feelings and perceptions of their physical and social environment.

Addressing students' norms is difficult as many of them are subconscious to both the group and individuals. Every group has some formal norms which most members recognize and can verbalize in the
form of rules, such as the rap group's rule of confidentiality and respect for others' feelings, but each group also has many norms of which they are unaware. Some student norms run counter to the goals of education, while others may even discourage integration. Such norms include socializing with only same ethnic or racial group, demonstrating lack of respect for teacher, not excelling in school, bullying other children, telling secrets, and name calling. Individual students may follow such norms, not because they approve of them, but because they fear rejection by their peers. Sometimes such counterproductive norms persist even though the majority of the students disagree with them. When no one has communicated his disapproval or altered his behavior, the norm continues. Oftentimes acts of racism are a result of what is called "pluralistic ignorance." Pluralistic ignorance is the condition whereby a norm persists even though the majority of the students disagree with it. Causes of its maintainence often stem from fear of peer disapproval or rejection. Perceived attitudes against white girls and black boys developing friendships could be an example of this. Therefore, it is especially important when dealing with multiracial interrelations to bring these issues to the surface and deal directly with students' true feelings.

Student norms also cause problems if they try to limit students to a narrow range of acceptable behavior, dress, and/or appearance. Students sometimes ridicule and ostracize.

This was a major issue in the 5th-6th grade rap group. Children were making fun of others or acting superior as a result of certain "designer" fashions. A common phrase addressed to other students was,
"I have X number of Chemin de Fer pants. How many do you have?"; or even worse; "Look at Janet in her 'K-Mart' clothes." Overly rigid or narrow norms dealing with skin color, clothes or behavior are particularly hard on students who are unable to change their appearance, dress or behavior. They are punished by peers for violating a norm to which they cannot conform. Norms regarding ethnicity or skin color have similar disastrous effects. Discussions aimed at discovering student norms, exposing examples of pluralistic ignorance and encouraging tolerance of a wider range of behavior, dress and appearance helped greatly in the area of acceptance.

The SELF activities focus on clarifying students' unvoiced norms, developing norms which support individual diversity and teaching students how norms are developed.

A diagnostic survey (Appendix D) is provided which does not measure group norms directly, since so many are unconscious, but rather measures the individual's perception of group norms. The survey can here again be used as a pre- and post-evaluative procedure to determine growth and change.

Individual expectations can be defined as predictions children have about themselves, others and their environment. Social relations would not be possible if people did not form expectations. Social relations would be chaotic and confusing because people would not be able to adjust to the reactions of others or themselves in advance. Knowing the probable outcome or effect of a certain act or situation allows people to take calculated risks, plan long range goals and strive towards certain objectives.
Especially when people are living, working, playing or learning together, there must be expectations every member adheres to if children as well as adults are to grow, develop and exist in harmony. Cooperation is an important factor in achieving this goal. Successful interaction of group members requires that each member develop accurate expectations for himself and others and that he respond to these expectations so as not to interfere with the goals, whether they be intrapersonal or interpersonal. Equally important is the accurate perception of others expectations of us. For example, if teachers and peers communicated to a child that he is expected to be caring, thoughtful and have a positive attitude toward children of other races and he perceives this to be a valued behavior, he will probably behave as such. On the other hand, for example, if a teacher gives a child verbal or non-verbal messages indicating that he is mean, thoughtless and prejudiced, he will most likely display this type of behavior.

Oftentimes, when people expect the positive, they tend to ignore the negative and vice versa. The old, well used example of the classroom in which the I.Q.'s of children were switched as an experiment to see the effects on student progress, serves as a good example (Rosenthal and Jacobson, 1968). The low I.Q. children performed at a much higher level academically when the teacher thought they were the ones with the high I.Q.'s. Conversely, the high I.Q. children did not perform well. Note: The validity of the study has been highly criticized due to questionable pre-test data; however, Gumpert and Gumpert (1968) reanalyzed the data, and concluded that the hypothesis was correct. Furthermore, Beez (1967), conducted a study which yielded
similar results (Johnson, 1968). Children tend to behave and perform in accordance with their perception of expectations that are placed upon them.

The SELF activities are designed primarily to clarify expectations. When children are expected to be accepting of one another, to appreciate cultural, racial, and ethnic differences and similarities, and to interact in a positive manner, the probability of the achievement of such goals increases.

At a concrete level, the SELF program offers a set of worksheets that serve as a diagnostic and prescriptive tool as well as a means of evaluating student progress in this area (Appendix E).

When dealing with a group, the level of cohesiveness as a means to facilitate change is perhaps the most important quality in determining the success or failure of the group. Group cohesion refers to the sum of the group members feelings of the group as a whole. In cohesive groups, students value the other members, are involved with and care about one another, try to help one another and are proud of the membership in the group. They have an attraction for one another and for the group as a whole. When attendance is voluntary, as was the case in the Hazeltine rap groups, the participants want to attend and make an effort to do so.

Group cohesiveness is necessary in order for real growth to occur because children usually will not take risks when they do not feel a "oneness," a "togetherness," or a "we-ness." In order for members to be accepting and understanding, they must first be cohesive, I. Yolom (1975).
Group membership, acceptance and approval are of the utmost importance in the development of the individual. The importance of belonging to childhood peer groups and adolescent cliques cannot be overestimated. There seems to be nothing of greater importance for an adolescent, for example, than to be included and accepted in some social group, and nothing more devastating than exclusion (Yolam, 1975).

The level of trust is also a factor related to cohesion. It is very important for children to know that what they share will remain confidential. If children do not trust others to truly care, to respect their feelings and private thoughts, and to value them enough not to repeat or make fun of feelings or situations that are shared, then they will choose not to be open.

The SELF handbook suggests that group cohesion be measured by calculating a "coefficient of cohesion" (developed by J. H. Criswell, 1946) from the sociometric data used to measure mutual positive choices to total number of positive choices made by the students on a sociometric survey. The author chose to use another method adapted from I. Yolam (1975) as an evaluation of cohesion (Appendix G) which will be discussed later.

The Rap Session

The second thirty minutes of each meeting was group interaction. There were no contrived or structured activities. This part of the hour was a cross between an encounter group and a contract group, (J. and M. Lewis, 1977). Lewis defines a contract group that sets certain goals and objectives. It is in part a problem-solving group, which identifies certain problems, then works as a whole to help make
changes occur. The encounter group aspect was a means through which individuals might be helped to experience themselves and others wholly and clearly and thus release their potential for growth and personal fulfillment. The contract group orientation allowed each member, the group leader, and the group as a whole to set specific objectives for the group and reach agreement on the kind of effect they would like to have on others outside the group. Certain group and individual goals and objectives were set and worked toward, but the focus was also on intra/interpersonal growth.

As discussed earlier, the group was to set its own goals. When children see a need, decide to make a commitment and to work together for a common cause, they are more likely to work harder and be more dedicated in achieving their objectives. Management theory states that whenever people feel a sense of ownership for a project, they will strive more diligently to make it a success. The essential task of leaders is to arrange conditions and use methods to help people achieve their own goals (D. McGregor, 1976).

The objectives the groups decided upon coincided very nicely with the author's goals, in part because they knew this was an integrated group composed of PWT and community children. Secondly, their teachers had been presenting multicultural social studies units as part of our school wide "affirmative action" program. Another factor was the racial tension and fighting on the yard, which was evident to everyone. "Name calling" was also a practice that was affecting most of them. Specifically, their goals were as follows:
1. Learn to get along with one another.

2. Respect people for what they are like "on the inside," not for their color or clothes.

3. Help each other become better liked and more popular.

4. Find a way to stop the fights on the yard.

5. Eliminate the problem of chicano versus white versus black "gangs."

6. Develop new standards for being popular; thus eliminating fashion clothes and cliques as determinants.

7. Make teachers aware that they are treating students unfairly and showing prejudice.

8. Stop some teachers from using physical discipline (hitting, spanking, pushing, etc.).

9. Have teachers treat children in a positive manner, nicely and with respect.

There was a marked similarity between the children's goals and those of the author and the administration. The last three goals were of particular concern to the principal. It was felt that perhaps the children themselves could facilitate teacher change. Administrators and parents had tried, through conferences, unsatisfactory evaluations, threat of lawsuits, and staff development workshops, with little success. Perhaps the answer did lie with the children.
CHAPTER VI

RESULTS

Introduction

When looking at the results, it was important to do a comparison of the pre- and post-tests as well as pre- and post-member surveys. Direct observation of changes in behavior was also very important in determining the effectiveness of the rap group.

Attraction Analysis

In order to assess the initial attraction level (the number of friends and enemies) of each student, the pupils were given a simple questionnaire (see Appendix A). The results were similar for both groups A and B. (Note: A denotes the 3-4 grade group; B denotes the 5-6 grade group.) Students were coded by number to insure confidentiality.

The following is a chart showing the sociometric data of group B as evidenced by the questionnaire.

![Chart showing sociometric data of group B]
Students who received from two to four positive choices and from two to four negative choices were in the theoretical "typical" range. Since students were asked to make three positive and three negative choices, each pupil would have received from two to four choices of both kinds if the choices were evenly distributed. The range of two to four choices provided a baseline for identifying students with friendship problems. Students with more than four negative choices and/or less than two positive choices were identified as needing special assistance in becoming more popular.

The students with five or more positive choices were the "leaders." Obviously, they were better liked than most of the other students. Students were considered isolates if they received less than two positive choices and four or fewer negative choices; they were neither liked nor disliked. Students who received more than four negative choices and less than two positive choices were labeled "disliked."

Informal observations by student interaction in the group, in the regular classroom and on the yard, further verified each child's relative attraction level.

The same questionnaire was given to the students at the end of the school year. Obviously, there was a definite change in the distribution of choices. Generally speaking, almost every child has become better liked and more popular as evidenced by this survey.

Below is a chart indicating group B's post-test sociometric data for comparison:
It was evident by comparison of pre- and post-test results, direct observation and informal student and teacher evaluation that children were interacting more, liking a wider range of children and becoming more social in general. There were fewer isolates and disliked children.

**Leadership Analysis**

The leadership survey was not administered until one month after the rap group began in order to give the group leadership structure time to stabilize. The survey was in the form of a questionnaire directed toward children's perceptions of other group members (see Appendix B).

The following charts illustrate individual student leadership
in group B as reflected on the pre-test questionnaire:

Table 3
RAP Group B. Pre-test nominations each member received on pre-test leadership task questionnaire.

Table 4
RAP Group B. Pre-test nominations each member received on pre-test social-emotional questionnaire.
Students who received one or no nominations for either "task leader" or "social emotional leader" were those who had little influence in the group. "Task leaders" were characterized as:

(1) Initiating ideas, tasks or goals, and suggesting solutions;
(2) Helping the group stay on the subject, clarifying and restating problems or goals; (3) Asking questions, helping other members to understand, seeking others' opinions; (4) Summarizing and facilitating closure. "Social emotional leaders" were seen as: (1) Encouraging others and being friendly; (2) Listening to others; (3) Showing regard for others; (4) Reducing tension in the group, harmonizing, helping to resolve differences and sharing his/her own feelings. Students who lacked these attributes were encouraged to participate more and were given more leadership opportunities in the group, in the regular classroom and on a school wide level. Students who received five or more nominations for both "task leader" and "social emotional leader" had a disproportionate influence on the group. They were consequently encouraged to share their influence with other students.

By comparing the "task" and "social emotional" charts, it was clear that some students received mainly nominations as "task leaders" while others received nominations as "social emotional leaders." Students who were skewed were encouraged to perform both types of leadership functions.

Informal observation on the playground, in the group and in the classroom gave additional information. Fewer children appeared to be "bossing others around." Less time was spent getting games started on the yard. Children were working more cooperatively in small group
activities. Teachers also were asked to supply an informal verbal evaluation of each student in the area of leadership.

Table 5
RAP Group B. Post-test nominations each member received on task leadership questionnaire.

Table 6
RAP Group B. Post-test nominations each member received on Social Emotional Questionnaire.
Post-test results showed a marked improvement among students who were originally perceived as having little or no influence. There was also evidence that students who originally were seen as being at the top of the group originally governed by oligarchy, had begun sharing their power. Consequently, influence and leadership became dispersed among many members in the group.

Communication Analysis

A questionnaire (Appendix C) similar in format and content to the sociometric questionnaire was given to the students as a pre-test in order to determine their initial level of perceived verbal interaction. This questionnaire was given to the students five weeks after the initial meeting to allow communication patterns to develop. The students were asked to name the three students who talked most often during discussions and the three students the leader listened to most. Ideally, students would receive an equal number of nominations for both talking and being listened to by the leader.

Two separate charts reflect group B's number of nominations for "student talker" and number of nominations for "listened to by leader" as evidenced by the pre-test.
Table 7
RAP Group B. Pre-test nominations each member received on pre-test "student listened to most" questionnaire.

Table 9
RAP Group B. Pre-test nominations each member received on pre-test "student talker" questionnaire.
Students who received fewer than two nominations as "most often listened to by the leader" were perceived by the group as either being eager to communicate with the leader or as being called upon more often than other students. An effort was made to encourage students with low scores to answer questions or to comment more often during discussions. They also received much praise and approval for their contributions. Students who received five or more nominations were a valuable source in terms of encouraging other students to become more communicative.

Students who received less than two nominations as "most often participates" seemed to contribute very little to group activities. Since more than twenty-five percent of the students scored outside of the ideal range (two to four nominations), an emphasis was placed on this skill.

Additional evaluative procedures, including direct observation and informal teacher evaluation, were used in conjunction with the questionnaire. As a result of a combination of techniques, changes did occur. This was evidenced by the post-test scores as well as noticeable changes in behavior. A comparison of the post-test communication survey charts below, with the pre-test data shows both the amount and the direction of change.
Table 9
RAP Group B. Post-test nominations each member received on "student listened to most" questionnaire.

Table 10
RAP Group B. Post-test nominations each member received on "student talker" questionnaire.
Obviously, the pattern has shifted from only a few people participating to general participation among all group members.

**Student Norms of Conduct Analysis**

In order to assess whether or not changes occurred in the area of student norms (Appendix D) of conduct a diagnostic survey was used as both a pre- and post-test. In addition, direct observation and informal group self-evaluation were employed.

The survey measured norms indirectly, asking each student to indicate what he/she thought was a group norm. It seemed valid to use this approach as individual behavior is a product of the person's perception of group norms, and if most students believed that their peer group had a particular norm, they might try to conform to it whether or not their perception was correct.

The survey consisted of four sentence completions. Each item was designed to measure a different aspect of the student's perception of the norms. The first item assessed whether or not the students believed class or group norms supported individual diversity. The second item addressed whether or not there was a norm limiting student affection toward adults in the school. Item three served to indicate if the students perceived there to be a norm which supported participation in discussions and the fourth item measured whether or not there was a norm which determined appropriate dress or appearance.

Each response was given a numerical score of either one or zero, one indicating social desirability. Had the group been ideal, it would have received at least seventy-five percent of the total possible points. Out of 80 possible points, the group only received 54 total
points or 67.5 percent.

Much direct discussion of dress, values, attitudes, color, race, etc. developed throughout the year. Consequently, there was a marked change in norms as indicated by the post-test results, informal teacher/student evaluations and direct observation.

Numerically speaking, the survey increased in positive responses from 67.5 percent to 87.5 percent, an increase of from a mean of 2.7 positive responses to a mean of 3.5 positive responses.

**Individual Expectations Analysis**

In order to identify problems stemming from individual expectations, the students were asked to complete a survey (Appendix E) dealing with how they thought others viewed them, as well as what they thought of themselves. A second survey (Appendix F) was completed for each child by the regular classroom teacher. Theoretically, students could score as high as 64 total points on each of the three separate surveys. The higher the score the more negative was the student's self-concept. A composite comparison of the pre-test, "child's self-concept," responses with the "as others viewed him/her" responses showed a mean difference of 24 points or a 37.5 percent variation. A composite comparison of "as others viewed him/her" with the similar teacher survey (Appendix F) completed by the classroom teacher showed a large 37 point mean difference or a 57.8 percent margin of error. Where there were large discrepancies between the child's "self-concept" responses and his/her "as others viewed him/her" responses, prescriptive tasks were undertaken to help him/her to (a) develop a more positive self-concept and (b) adopt a more realistic
and accurate view of him/herself. When large differences appeared between the "as others saw him/her" section of the questionnaire and the teacher questionnaire and when even more time was devoted to helping the child develop better prediction and perception skills.

Post-test scores showed much less discrepancy in all areas. The post-test, "child's self-concept," mean scores and the "as others viewed him/her" mean scores had a mean difference of only 11 points or 17.2 percent variation. The post-test, "as others viewed him/her," and the teacher survey had a mean difference of 19 points or a 29.7 percent variation. Teacher evaluation, direct observation and informal self-evaluation all indicated growth.

Cohesion Analysis

The SELF diagnostic survey on group cohesion was not used as it has a tendency to present an unclear picture if there happens to be several subgroups or cliques in the group. Instead, I. Yolam's T-Group cohesion questionnaire (see Appendix G) was adapted for use with children and administered as a pre- and post-test to assess group cohesiveness. There were forty possible points for each member. The highest possible total for the group was 800. A good cohesion coefficient would have been 800 or 75 percent of the possible score. The rap group students scored 420. Much improvement was needed in this area. The questionnaire was administered a second time in May, near the end of the school year. This time the total group score was 720, up 300 points. Cohesion had increased 35 percent from 52.5 percent originally to 87.5 percent in May.
Group cohesiveness was also demonstrated by an observable increase in caring, thoughtfulness, and openness among many students in the group.

The activity section of the sessions definitely served to increase intra/interpersonal relations as evidenced by the post-tests, the observable change in behavior, and informal leader, teacher and self-evaluations.

**General Objective Analysis**

In order to evaluate whether or not the general objectives had been met both the *Social Attitude Survey* and the *Cultural Attitude Scale* were employed. Each is a standardized test assessing children's attitudes toward themselves and others.

These tests were administered at the beginning of the school year as pre-tests and then again in June, to see if growth had occurred.

Since one of the major goals of the rap group was to foster more positive attitudes towards other ethnic groups as well as one's own culture, three separate cultural attitude surveys were administered to each child. One assessed attitudes toward the black culture, one toward the Mexican American culture and one toward the Anglo culture.

Specifically, the surveys asked children to select a "happy face" reaction for each ethnic oriented illustration (Appendix I). The selection of a "very sad face" gave a score of one point, a "sad face" received two points, a "neutral face" three points, a "happy face" four points, and a "very happy face" five points. The values were totalled for each survey separately. The total scores of each survey
was then divided by the number of responses to determine each child's mean score. Pre-test results show a combined mean score of 1.40 for attitudes toward black culture, a combined mean score for attitudes toward Mexican American culture of 1.93 and a mean score of 3.60 toward Anglo culture. Obviously, there was a large discrepancy in the way they viewed the black and Mexican American culture versus the Anglo culture. It appeared that the children maintained negative attitudes toward minority dress, language, foods, sports and cultural symbols, such as the "Bandera de Mexico." The relatively high score for the Anglo culture may have been due to acculturation; however, it was difficult to diagnose the actual cause of the discrepancy. The scores did make it possible to focus on undesirable attitudes or ignorance in order to bring about change. The Social Attitude Scale was given and then evaluated individually and yielded similar results.

The surveys proved very helpful in assessing the needs of each child. Not only did it become easy to identify children with biased cultural attitudes, but it also allowed for identification of children with negative content attributes toward their own ethnic group and presumably themselves as well.

Much effort was directed toward helping children develop more positive attitudes toward their own and other cultures and improving their own self-concept as well.

Post-test results showed a marked increase in mean scores for each group. The black culture mean changed from a negative type score of 1.40 to a 4.33, a difference of 2.93 and 209 percent increase. The Mexican American culture mean moved from 1.93 to 4.53, a change of 2.6
points, a 135 percent increase. The Anglo culture changed from a mean of 3.60 to 4.67, an increase of 1.07 points or 30 percent.

The results indicate that there was a definite positive change, evidenced by the post-test scores, in attitude toward different ethnic and cultural groups.
CHAPTER VII
DISCUSSION

The stated purpose of the group was to improve interaction between students, between pupils and teachers and to improve intra/interpersonal relations in general.

The pre- and post-test survey data indicate that there was a definite improvement among the children in the group as well as between group members. Informal teacher evaluation and leader observation indicate improvement in interpersonal relations between group members and teachers as well.

Questions arise concerning the effectiveness of the group in stimulating school wide change, as well as change among the adults. The teachers, administration, and the author noted that fewer fights were breaking out on the playground and fewer children were being sent to the office for discipline. Concurrently, several teachers opted to attend a teachers' rap group, led by an outside consultant. This in itself showed a willingness on the part of the adults to be more open, to work on improving their own inter/intrapersonal relations and to act as a support group for one another.

It was also observed that there were fewer cliques and racially isolated subgroups among the children. By the end of the school year black, white, Hispanic and Asian children were interacting, talking, playing and learning together with little conflict. When altercations did occur, the teachers and administration usually found that the causes were not racial in origin. Previous social cliques (based on
dress, etc.) and chicano and black "gangs" seemed to disperse and there developed many varied non-stagnant subgroups whose membership changed depending on the activity.

The children made an issue of the use of physical punishment and as a result the teachers themselves asked for an ESAA workshop dealing with assertive discipline. A workshop, led by a school district psychologist with a specialization in classroom discipline techniques, was held. Two films, "Dare to Discipline" and "Assertive Discipline," were selected by a teacher committee and presented to the staff as part of the workshop.

Teachers began taking ownership for the problems they were having in the classroom. It seemed, to the principal and the author, that the teachers realized if the educational process and the school social climate were to improve, they had to begin interacting with the children in a more positive way. In concrete terms, fewer parents were complaining about mistreatment of their child on the part of the teacher, fewer rap group children were feeling "picked on," and the teachers were observed using positive discipline techniques they had learned from the films and workshop leader.

At the beginning of the next school year (1980-81), parents began uniting and rekindled the then defunct School Advisory Council. They realized that they could effect change in the school, among the teachers and with their own children, by improving relations, expressing their concerns and working toward common goals. The advisory council became a multicultural, multiracial, multilingual force serving as an example for the community at large. The first meeting was rela-
tively small, but racially balanced. It was especially encouraging to see so many Hispanic parents attend, evidently because they were notified that there would be a translator to interpret. Specific goals were developed to heighten parent and community involvement from all sectors. Consequently, by word of mouth, verbal encouragement and "modeling," many more community members began to take an active role in order to interact and affect change school wide.

In conclusion, the rap group was the beginning of many positive changes experienced by Hazeltine students, staff and parents. It was the first step in improving interpersonal relations at all levels and was definitely a catalyst for the many changes that have occurred.
SUMMARY

The rap groups at Hazeltine School continued for a one year period, during which time many changes occurred among the students, staff and community. The group members developed many social interaction skills they may not have acquired without the experience. Significant improvement in student to student and student to teacher interaction among the group members was indicated by pre- and post-tests as well as student, teacher and leader evaluations. Changes also occurred centering around more parent and community involvement. There was some pressure on several of the teachers who were abusing children to take a more positive approach, for fear of disclosure.

In retrospect, it would have been beneficial to continue the groups the following year. This would have allowed for an even greater impact on the rest of the student body. Participants could have solidified their leadership attraction and communication skills. The fact that many group members continue to ask when the rap group is going to begin again is an indication that it was worthwhile, that it had an effect on the children and that a need still exists.

There were several reasons the group did not continue the following year. They included demoralization of teachers and students regarding teacher moves associated with a higher classroom norm. This was very disruptive to the educational process and upsetting to the students who lost their teachers. Six teachers were transferred after the second week of school. Additional administrative and clerical
responsibilities made it difficult for the leader to assume that responsibility again. Had funds been available to hire an outside facilitator, it would have been possible to continue the program.

Next year, the administration and author plan to reinstate the rap group, even if it means hiring an outside person.

As a result of the experience some changes would be made, especially in the area of data collection. Each session would be tape recorded, with parent consent. Teacher interviews would be recorded. Additional written teacher surveys would be developed. A co-leader would add a different dimension to the groups, especially if he were a male, possibly a minority.

Anecdotal records would be transcribed from the tapes to allow for re-evaluation.

A more comfortable meeting place would also be sought. Due to lack of space the group met in a kindergarten room. Next year, time will be set aside in the library, which is carpeted, quiet and more conducive to group interaction.

The author feels that groups such as these do have a place in public education, and can serve as a positive force to help augment social change.
BIBLIOGRAPHY


APPENDIX A

Name__________________________

MY CLASSMATES

Please answer the following questions about your classmates.

REMEMBER: YOUR ANSWERS ARE CONFIDENTIAL. WORK ALONE AND KEEP YOUR OPINIONS TO YOURSELF.

THE ONLY PERSON WHO WILL SEE YOUR ANSWERS IS YOUR TEACHER. YOUR TEACHER WILL USE YOUR ANSWERS WHEN HE/SHE MAKES NEW CLASS GROUPS.

1. The THREE students in this group that I like most are:

   (1) __________________________________________

   (2) __________________________________________

   (3) __________________________________________

2. The THREE students in this group that I like least are:

   (1) __________________________________________

   (2) __________________________________________

   (3) __________________________________________
APPENDIX B

WHO DOES WHAT IN MY GROUP

In most groups, some students do things better or more often than other students. Please give your opinion (THERE IS NO RIGHT OR WRONG ANSWER) about who most often does the following things or who is best at doing the following things. You may list different people for each question, or you may list the same person more than once. DO NOT LIST YOURSELF. Only your teacher will see your answers.

1. Which three students in this group are most often able to get other students to do things?
   (1) ______________________________________
   (2) ______________________________________
   (3) ______________________________________

2. Which three students in this group are most often nice to other students?
   (1) ______________________________________
   (2) ______________________________________
   (3) ______________________________________
In most classes some students talk more often during discussions than other students. Also, sometimes the leader listens to some students more often than to other students. Please give your opinion (THERE IS NO RIGHT OR WRONG ANSWER) about who most often talks during class discussions and who is most often listened to by the leader. You can list different people for each question, or you can list the same person for both questions. DO NOT LIST YOURSELF. Only your group leader will see your answers.

**1. Which three students in this group does the leader most often listen to?**

(1) 

(2) 

(3) 

**2. Which three students in this group most often talk during discussions?**

(1) 

(2) 

(3)
APPENDIX D

CLASSROOM NORMS

Instructions

1. Do not put your name on this survey.
2. Pick the ONE answer you think is best for each question and place an X in the box by it.
3. If you are not sure which answer is the best one, make your best guess.
4. REMEMBER: THERE IS NO RIGHT OR WRONG ANSWER.
5. Be sure to answer each question.

Sample: The thing I like most about school is...

[ ] lunch
[ ] P.E.

1. Most students in this class...

[ ] don't like you if you look different or act differently than others.

[ ] like you even if you look different or act differently.

2. If a teacher likes you...

[ ] most of the students will not like you.

[ ] most of the students in the class will like you, too.

3. If you raise your hand in class a lot, or if you know the answers to most of the questions the teacher asks...

[ ] the other students in the class will like you.

[ ] the other students in the class will think you are "showing off" and they won't like you.

4. In my class, most of the students believe...

[ ] it is not good to wear fashion clothes.

[ ] children who wear fashion clothes are popular.
APPENDIX E

Name____________________________________

PROJECT S.E.L.F. WORKSHEET

"I THINK...MY TEACHER THINKS..."

<table>
<thead>
<tr>
<th>A</th>
<th>Difference</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher thinks I am a _______ speller.</td>
<td>_______</td>
<td>I think I am a _______ speller.</td>
</tr>
<tr>
<td>1. good</td>
<td>1. good</td>
<td></td>
</tr>
<tr>
<td>2. fair</td>
<td>2. fair</td>
<td></td>
</tr>
<tr>
<td>3. average</td>
<td>3. average</td>
<td></td>
</tr>
<tr>
<td>4. poor</td>
<td>4. poor</td>
<td></td>
</tr>
</tbody>
</table>

| My teacher thinks I _______ talk out of turn in class. | _______ | I think I _______ talk out of turn in class. |
| 1. never | 1. never | |
| 2. rarely | 2. rarely | |
| 3. sometimes | 3. sometimes | |
| 4. always | 4. always | |

| My teacher thinks I _______ do my work on time. | _______ | I think I _______ do my work on time. |
| 1. always | 1. always | |
| 2. sometimes | 2. sometimes | |
| 3. seldom | 3. seldom | |
| 4. never | 4. never | |

| My teacher thinks I _______ to read. | _______ | I think I _______ to read. |
| 1. love | 1. love | |
| 2. like | 2. like | |
| 3. don't like | 3. don't like | |
| 4. hate | 4. hate | |

<p>| My teacher thinks I have _______ friends. | _______ | I think I have _______ friends. |
| 1. tons of | 1. tons of | |
| 2. lots of | 2. lots of | |
| 3. few | 3. few | |
| 4. no | 4. no | |</p>
<table>
<thead>
<tr>
<th>My teacher thinks I</th>
<th>I think I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ school.</td>
<td>__________ school.</td>
<td></td>
</tr>
<tr>
<td>1. love</td>
<td>1. love</td>
<td></td>
</tr>
<tr>
<td>2. like</td>
<td>2. like</td>
<td></td>
</tr>
<tr>
<td>3. don't like</td>
<td>3. don't like</td>
<td></td>
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<tr>
<td>4. hate</td>
<td>4. hate</td>
<td></td>
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<tr>
<td>My teacher thinks I</td>
<td>I think I</td>
<td></td>
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<tr>
<td>________ to get up in</td>
<td>________ to get up in</td>
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<tr>
<td>front of class.</td>
<td>front of class.</td>
<td></td>
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<tr>
<td>1. love</td>
<td>1. love</td>
<td></td>
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<tr>
<td>2. like</td>
<td>2. like</td>
<td></td>
</tr>
<tr>
<td>3. don't like</td>
<td>3. don't like</td>
<td></td>
</tr>
<tr>
<td>4. hate</td>
<td>4. hate</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I</td>
<td>I think I</td>
<td></td>
</tr>
<tr>
<td>________ at math.</td>
<td>________ at math.</td>
<td></td>
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<tr>
<td>1. great</td>
<td>1. great</td>
<td></td>
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<tr>
<td>2. good</td>
<td>2. good</td>
<td></td>
</tr>
<tr>
<td>3. poor</td>
<td>3. poor</td>
<td></td>
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<tr>
<td>4. awful</td>
<td>4. awful</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I</td>
<td>I think I</td>
<td></td>
</tr>
<tr>
<td>________ dependable.</td>
<td>________ dependable.</td>
<td></td>
</tr>
<tr>
<td>1. very</td>
<td>1. very</td>
<td></td>
</tr>
<tr>
<td>2. sort of</td>
<td>2. sort of</td>
<td></td>
</tr>
<tr>
<td>3. not very</td>
<td>3. not very</td>
<td></td>
</tr>
<tr>
<td>4. never</td>
<td>4. never</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I</td>
<td>I think I</td>
<td></td>
</tr>
<tr>
<td>________ at sports.</td>
<td>________ at sports.</td>
<td></td>
</tr>
<tr>
<td>1. excellent</td>
<td>1. excellent</td>
<td></td>
</tr>
<tr>
<td>2. good</td>
<td>2. good</td>
<td></td>
</tr>
<tr>
<td>3. poor</td>
<td>3. poor</td>
<td></td>
</tr>
<tr>
<td>4. awful</td>
<td>4. awful</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I</td>
<td>I think I</td>
<td></td>
</tr>
<tr>
<td>________ get along with</td>
<td>________ get along with</td>
<td></td>
</tr>
<tr>
<td>people.</td>
<td>people.</td>
<td></td>
</tr>
<tr>
<td>1. always</td>
<td>1. always</td>
<td></td>
</tr>
<tr>
<td>2. sometimes</td>
<td>2. sometimes</td>
<td></td>
</tr>
<tr>
<td>3. seldom</td>
<td>3. seldom</td>
<td></td>
</tr>
<tr>
<td>4. never</td>
<td>4. never</td>
<td></td>
</tr>
<tr>
<td>Column A</td>
<td>Column B</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I get in trouble.</td>
<td>I think I _________ get in trouble.</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td>1. never</td>
<td></td>
</tr>
<tr>
<td>2. seldom</td>
<td>2. seldom</td>
<td></td>
</tr>
<tr>
<td>3. sometimes</td>
<td>3. sometimes</td>
<td></td>
</tr>
<tr>
<td>4. always</td>
<td>4. always</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks my clothes are</td>
<td>I think my clothes are</td>
<td></td>
</tr>
<tr>
<td>1. very neat</td>
<td>1. very neat</td>
<td></td>
</tr>
<tr>
<td>2. all right</td>
<td>2. all right</td>
<td></td>
</tr>
<tr>
<td>3. messy</td>
<td>3. messy</td>
<td></td>
</tr>
<tr>
<td>4. very sloppy</td>
<td>4. very sloppy</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I _______ her/him.</td>
<td>I think I _________ the teacher.</td>
<td></td>
</tr>
<tr>
<td>1. like</td>
<td>1. like</td>
<td></td>
</tr>
<tr>
<td>2. sort of like</td>
<td>2. sort of like</td>
<td></td>
</tr>
<tr>
<td>3. don't like</td>
<td>3. don't like</td>
<td></td>
</tr>
<tr>
<td>4. hate</td>
<td>4. hate</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I am _______ a wise guy.</td>
<td>I think I am _________ a wise guy.</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td>1. never</td>
<td></td>
</tr>
<tr>
<td>2. seldom</td>
<td>2. seldom</td>
<td></td>
</tr>
<tr>
<td>3. sometimes</td>
<td>3. sometimes</td>
<td></td>
</tr>
<tr>
<td>4. always</td>
<td>4. always</td>
<td></td>
</tr>
<tr>
<td>My teacher thinks I _______ this class.</td>
<td>I think I _________ this class.</td>
<td></td>
</tr>
<tr>
<td>1. love</td>
<td>1. love</td>
<td></td>
</tr>
<tr>
<td>2. like</td>
<td>2. like</td>
<td></td>
</tr>
<tr>
<td>3. don't like</td>
<td>3. don't like</td>
<td></td>
</tr>
<tr>
<td>4. hate</td>
<td>4. hate</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL SCORE OF COLUMN A | TOTAL DIFFERENCES BETWEEN SENTENCE PAIRS | TOTAL SCORE OF COLUMN B |
APPENDIX F

Name of Child ___________________________________________

Directions: Please evaluate this child by circling the word you feel most accurately reflects your view of him/her.

I think he/she is a _________ speller.
1. good
2. fair
3. average
4. poor

I think he/she _________ talks out of turn in class.
1. never
2. rarely
3. sometimes
4. always

I think he/she _________ does his/her work on time.
1. always
2. sometimes
3. seldom
4. never

I think he/she _________ to read.
1. loves
2. likes
3. doesn't like
4. hates

I think he/she has _________ friends.
1. tons of
2. lots of
3. few
4. no

I think he/she _________ school.
1. loves
2. likes
3. doesn't like
4. hates
I think he/she __________ to get up in front of class.

1. loves
2. likes
3. doesn't like
4. hates

I think he/she is __________ at math.

1. great
2. good
3. poor
4. awful

I think he/she is __________ dependable.

1. very
2. sort of
3. not very
4. never

I think he/she is __________ at sports.

1. excellent
2. good
3. poor
4. awful

I think he/she __________ gets along with people.

1. always
2. sometimes
3. seldom
4. never

I think he/she __________ gets in trouble.

1. never
2. seldom
3. sometimes
4. always

I think his/her clothes are __________.

1. very neat
2. all right
3. messy
4. very sloppy

I think he/she __________ me.

1. likes
2. sort of likes
3. doesn't like
4. hates
I think he/she is _________ a wise guy.
1. never
2. seldom
3. sometimes
4. always

I think he/she _________ this class.
1. loves
2. likes
3. doesn't like
4. hates
APPENDIX G

COHESION QUESTIONNAIRE

Directions: Respond to each of the questions below by circling a response.

1. How often do you think the group should meet?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>(5)</td>
</tr>
<tr>
<td>Every other day</td>
<td>(4)</td>
</tr>
<tr>
<td>Once a week</td>
<td>(3)</td>
</tr>
<tr>
<td>Twice a month</td>
<td>(2)</td>
</tr>
<tr>
<td>Once a month</td>
<td>(1)</td>
</tr>
</tbody>
</table>

2. How well do you like the group you are in?

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love it</td>
<td>(5)</td>
</tr>
<tr>
<td>Like it</td>
<td>(4)</td>
</tr>
<tr>
<td>No opinion</td>
<td>(3)</td>
</tr>
<tr>
<td>Dislike it</td>
<td>(2)</td>
</tr>
<tr>
<td>Hate it</td>
<td>(1)</td>
</tr>
</tbody>
</table>

3. If most of the members of your group decided to dissolve the group by leaving it, would you like to try to change their minds?

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely</td>
<td>(5)</td>
</tr>
<tr>
<td>Maybe</td>
<td>(4)</td>
</tr>
<tr>
<td>Don't care</td>
<td>(3)</td>
</tr>
<tr>
<td>No</td>
<td>(2)</td>
</tr>
<tr>
<td>Absolutely not</td>
<td>(1)</td>
</tr>
</tbody>
</table>

4. To what degree do you feel that you are included by the group in the group's activities?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 percent</td>
<td>(5)</td>
</tr>
<tr>
<td>75 percent</td>
<td>(4)</td>
</tr>
<tr>
<td>50 percent</td>
<td>(3)</td>
</tr>
<tr>
<td>25 percent</td>
<td>(2)</td>
</tr>
<tr>
<td>0 percent</td>
<td>(1)</td>
</tr>
</tbody>
</table>

5. How do you feel about your participation in, and contribution to the group work?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>(5)</td>
</tr>
<tr>
<td>Good</td>
<td>(4)</td>
</tr>
<tr>
<td>Average</td>
<td>(3)</td>
</tr>
<tr>
<td>Fair</td>
<td>(2)</td>
</tr>
<tr>
<td>Poor</td>
<td>(1)</td>
</tr>
</tbody>
</table>

6. What do you feel about the length of the group meeting?

<table>
<thead>
<tr>
<th>Length</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too short</td>
<td>(5)</td>
</tr>
<tr>
<td>Just right</td>
<td>(4)</td>
</tr>
<tr>
<td>Okay</td>
<td>(3)</td>
</tr>
<tr>
<td>Bit too long</td>
<td>(2)</td>
</tr>
<tr>
<td>Much too long</td>
<td>(1)</td>
</tr>
</tbody>
</table>

7. How do you feel about the group leader?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love her</td>
<td>(5)</td>
</tr>
<tr>
<td>Like her</td>
<td>(4)</td>
</tr>
<tr>
<td>Don't care</td>
<td>(3)</td>
</tr>
<tr>
<td>Dislike her</td>
<td>(2)</td>
</tr>
<tr>
<td>Hate her</td>
<td>(1)</td>
</tr>
</tbody>
</table>

8. How do you feel about others knowing you are in the group?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proud</td>
<td>(5)</td>
</tr>
<tr>
<td>Good</td>
<td>(4)</td>
</tr>
<tr>
<td>Okay</td>
<td>(3)</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>(2)</td>
</tr>
<tr>
<td>Ashamed</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Dear __________________________:

Your child, __________________________, has been selected to participate in a special ongoing rap group at Hazeltine School. The purpose of the group is to improve your son/daughter's social/emotional skills and to help facilitate more positive attitudes school wide. Mrs. Donna Alvarado will lead the group.

We feel the group will be beneficial to your child and that his/her participation will enhance the school program. If you have any questions, please call.

Please return the tear-off below indicating permission for __________________________ to participate.

Sincerely,

Donna Alvarado

-------------------Tear-Off-------------------

I give my permission for __________________________ to participate in the Hazeltine Avenue School rap group.

______________________________
Parent's Signature

______________________________
Date
APPENDIX I

CULTURAL ATTITUDE SURVEY SAMPLE ITEMS

Mexican American Survey Item

Anglo American Survey Item

Black American Survey Item